|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title:** | Transcontinental Railroad | **Grade Levels:** | 8th |
|  |  | | |
|  |  | | |
| **Unit Designer:** | Maggie Faria | **Time Frame:** | 1-2 Weeks |
| **School District:** |  | **School:** |  |

**Link to Content Standards**

|  |
| --- |
| * 8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-l800s and the challenges they faced, with emphasis on the Northeast. * 8SS6.a: Discuss the influence of industrialization and technological developments on the regions, including human modification of the landscape and how physical geography shaped human actions. * 8SS6.b: Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads. Example: Henry Clay’s American System * 8SS8: Students analyze the divergent paths of the American people in the West from l800 to the mid-l800s and the challenges they faced. * 8E1a: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. * 8E1b: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand a variety of grade-level-appropriate nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information. * 8E2b: Applications (Different Types of Writing and Their Characteristics) Students continue to write narrative, expository, persuasive, and descriptive texts (research reports of 750–1,000 words or more.) Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in standard 8E2a: Process and Features. Writing demonstrates an awareness of the audience and purpose for writing. In addition to producing the different forms of writing introduced in earlier grades, such as letters, grade eight students use the writing strategies outlined in Standard E2a- Writing Processes and Features. * Ec: The student will identify the effect of human activities on natural processes and interrelationships within ecosystems. * VA4: History and Culture: The student demonstrates understanding of the visual arts in relation to history and culture. * VA4c: The student creates art that reflects an exposure to history and culture. |

**Brief Summary of Unit (including curriculum and unit goals)**

|  |
| --- |
| Students will analyze different types of sources including textbooks, illustrated narratives, primary sources, and maps to develop an interdisciplinary understanding of the impact of the transcontinental railroad on both people and the environment.  Students will compile this knowledge to create a historically correct board game. |

**Unit Design Packet**

|  |  |
| --- | --- |
| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

|  |
| --- |
| Students will understand |
| * How to analyze and evaluate primary sources for information * How to analyze and compile data to create visual representations * How to make interdisciplinary and inter-unit connections * How to create and present to a group |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

|  |
| --- |
| * Why do people live where they do or move to other places? Why is location important? * How do people interact with the environment and what are some of the consequences of those interactions? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

|  |  |
| --- | --- |
| Students will know | Students will be able to |
| * How to analyze and evaluate a variety of sources | * Make content-to-self connections |
| * How to select and assemble data | * Make visual representations of data |
| * How human and environmental activities affect each other | * Present to a group |
| * The significance of the transcontinental railroad | * Create physical products that represent historical ideas |
|  |  |
| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

|  |
| --- |
| Students will create a historically correct functional board game based on what they have learned about the creation and impact of the transcontinental railroad through their |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

|  |
| --- |
| Prompts: *Locomotive* by Brian Floca, KWL chart, Primary Sources  Work Samples: “History is Me” journal, graphic organizers, classroom railroad, class made rubric, and board game. |
| **E** |

|  |  |  |
| --- | --- | --- |
| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Teacher observations * Participation in Discussions * Think-Pair-Share |  | * Class made rubric * “History is Me” Journal * Participation in Discussion |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

|  |  |
| --- | --- |
| **Formal observations or interviews of students** Targeted Understanding Students will understand how to analyze and evaluate multiple types of sources for information, compile data to create visual representations, make interdisciplinary and inter-unit connections. Core Performance Task Create an authentic historically accurate functional board game that represents the part of history that the student finds interesting or important.  None. | **Public performance**  Students will present their board games to the class and they will stay in class to be played during the year. Prior to this they will also present their part of jigsaw activities. |
| **Written, oral, or visual (displayed) products in response to prompts**  Students will write in their journals in response to class, engage in discussions with their peers and teacher, and present their part of jigsaw activities. | **Student self-assessments, logs, and peer reviews**  Students will help create the rubric for performance assessment. |
| **Student exhibits or models**  Students will create board games that will be presented to the class and left available for use during the school year. | **Short-answer quizzes and tests**  None. |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Title: | Transcontinental Railroad Board Game | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| How to compile data and create a visual representation |  | How to create historically accurate () |  | How to present to a group |

**What is the purpose of this assessment task?** 🞎 Formative ⌧ Summative

**Through what authentic performance task will students demonstrate understanding?**

|  |  |
| --- | --- |
|  |  |
| ***G***  Real-World **Goal** | To understand there are many facets of human and environment interactions. |
| ***R***  A meaningful **role** for the student | Students will assume the role of historian, writer, illustrator, and designer. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will be writing or designing for an educated audience of their peers. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will be able to trace the development of the transcontinental railroad including changes made to the land, environment, culture, and population due to the railroad. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create a historically accurate illustrated narrative about the transcontinental railroad that will take the physical form of a book or board game that can be used in the classroom. |
| ***S***  Consensus-driven performance **standards** for judging success | Teacher will create a checklist of what criteria needs to be included in the project and the students will assign expectations and values for the rubric. |

**What student products/performances will provide evidence of desired understanding?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Create board game |  | Present board game to the class |  |  |

**By what criteria will student products/performances be evaluated?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ◼ Student and teacher created rubric |  | ◼ |  | ◼ |
| ◼ |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | ⌧ Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| ⌧ Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill | “History is Me” Journal |
| ⌧ Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | ⌧Assignment |
| 🞎 Teacher notes | ⌧ Other: In class railroad |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| ⌧ Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | ⌧ Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Students will be completing different journal entries to check for understanding and as ongoing way to compile research and information for the performance assessment. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** Completion |
|  |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| ⌧ Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| ⌧Skill | Graphic Organizers |
| ⌧ Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | ⌧ Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| ⌧ Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | ⌧ Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Students will complete different graphic organizers to show understanding and demonstrate skill. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** Completion |
|  |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

|  |
| --- |
| * Why do people live where they do or move to other places? Why is location important? |
| * How do people interact with the environment and what are some of the consequences of those interactions? |
| * How to analyze and evaluate primary sources for information |
| * How to make interdisciplinary and inter-unit connections |

To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

|  |  |  |
| --- | --- | --- |
| Read illustrated book to show visual representation of information as well as different types of sources to find accurate information.  **?** |  | Display Primary Source pictures to inspire discussion and inquiry into the impact on history, people, and environment. |
|  |  |  |
| Create maps of how students would have routed the transcontinental railroad. |  | Think-Pair-Share why people move and how these reasons can be specific to an era or timeless. |

**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

|  |  |  |
| --- | --- | --- |
| **W** | How will you ensure that all students know where they are headed in the unit, why they are headed there, and how they will be evaluated? | **“W” Ideas**  Students will know where the unit is going because it is opened with a narrative of the building, completion, and journey on the Transcontinental Railroad as well as being introduced to the performance assessment. Students will understand how they will be evaluated because they will be involved with the creation of the performance assessment rubric. |
| **H** | How will you hook students at the beginning of the unit? | **“H” Ideas**  Students are hooked through the reading of *Locomotive* by Brian Floca. |
| **E** | What events will help students experience and explore the big ideas and questions in the unit? How will you equip them with needed skills and knowledge? | **“E1” Ideas**  Students get to experience and explore the building of the transcontinental railroad by building a replica railroad across the classroom. Students are equipped with the knowledge of the construction and completion of the transcontinental railroad and developed skills by drawing their own version of the transcontinental railroad. Students get to experience and explore the movement of people through the creation of a multilayered population map. Students are equipped with the skills for this activity through the “I do-we do-you do” modeling strategy. |
| **R** | How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? | “**R” Ideas**  Students are able to reflect daily through the use of journal entries. Students have time to rethink while they are involved in pair, group, and class discussions. Students are able to rehearse their presentation skills through the use of jigsaw activities. |
| **E** | How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? | **“E2” Ideas**  Students are going to grow their self-evaluation skill through journal work. Students will show their skills by exhibiting their completed board games. |
| **T** | How will you tailor instruction to meet student need in readiness, learning style, and interest while remaining true to the desired result? | **“T” Ideas**  Lessons are varied for multiple learning styles and are made multidisciplinary to develop better self-to-content connections for deeper and lasting understanding. |
| **O** | How will you organize learning experiences to maximize engagement and understanding and minimize misconceptions? | **“O” Ideas**  Learning experiences are organized to build the skill base in the previous lesson for application in the next lesson. The information given to the students will be represented both visually and textually. |

**Lesson Plan Format 4**

**Teacher Candidate: Maggie Faria Grade Level: 8 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-l800s and the challenges they faced, with emphasis on the Northeast.

8SS8: Students analyze the divergent paths of the American people in the West from l800 to the mid-l800s and the challenges they faced.

8E2b: Applications (Different Types of Writing and Their Characteristics) Students continue to write narrative, expository, persuasive, and descriptive texts (research reports of 750–1,000 words or more.) Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Average 8th grade class, has varied learning abilities and styles. Have prior knowledge of U.S. history from the founding of the country through the Industrial Revolution. Previous lessons have included learning about the construction of the transcontinental railroad, reading the book *Locomotive,* building a transclassroom railroad, and researching how people have impacted the environment and some of the consequences of those interactions.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will use primary sources to compare and contrast how populations immigrated and migrated in the last half of the 19th century.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Performance/Formative: Students will create population maps based on census data and immigrations records.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

1860, 1870, 1890 Census and Immigration Records

<https://www.census.gov/history/pdf/histstats-colonial-1970.pdf>

Map of the Transcontinental Railroad

Overhead transparency Maps of the United States

Colored markers

“History is Me” Journal

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

I do-We do-You do: in the population map making exercise the teacher will model how data is collected and displayed followed by walking the students step by step on how to do it together then the students will be grouped to finish the activity. This strategy will be effective for this activity because it will help refresh or teach skills on analyzing data and selecting what is relevant to your goal.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Students will do a Think-Pair-Share with desk partners about why people move. As a class we will come together to make a list of reasons why people move followed by a discussion about if these reasons are time period specific or overreaching reasons.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Students will use 1860, 1870, and 1880 census and immigration records to create a population map to be able to compare and contrast how populations immigrated and migrated throughout the United States.

Teacher will model how information is found on both the census and immigration records by thinking aloud and double checking then drawing on my map. We will then as a class practice locating specific data in the records and drawing on our maps, then we will locate and mark Washington DC and Promontory Point (students will be provided with packets of census and immigration papers and a paper map of the United States). Once everyone is comfortable with these skills students will be broken into 9 groups to allow them to focus on one set of data and map.

Each group will be responsible for one category (European immigration, Asian immigration, internal US migration) from one year (1860, 1870, or 1880). Each category will be color coded with each year being a different shade. These population maps will be drawn on overhead transparencies so they can be layered over each other to watch the change in population. There will also be an overhead transparency of the transcontinental railroad so that students can analyze the population distribution and infer to whether the railroad had anything to do with its changes. Students will engage in a class discussion about what they infer and why.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will write about any moving experience they have had in their “History is Me” journal. They can write this in any genre or style they choose (i.e. basic narrative, folk tale, poem, etc.)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Visual Impairment  Has IEP | Provide large print copy of census and immigration records and he can just read for his group. Project map onto board for student to have larger working area and he can help mark the populations. |
| Student 2 | Asperger’s Syndrome  Has IEP | Allow him to work in self-selected group or pair. Model how inferences are made during the classroom discussion. |
| Student 3 | ELL  Has IEP | Can work with a partner on the closing assignment. Encourage the use of good description over proper structure. |

**Lesson Plan Format 5**

**Teacher Candidate: Maggie Faria Grade Level: 8 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

VA4: History and Culture: The student demonstrates understanding of the visual arts in relation to history and culture.

VA4c: The student creates art that reflects an exposure to history and culture.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Average 8th grade class, has varied learning abilities and styles. Have prior knowledge of U.S. history from the founding of the country through the Industrial Revolution. Students have learned the different facets of the transcontinental railroad including the history, the impact on the environment, and the impact on the people.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will demonstrate their knowledge of the transcontinental railroad by creating a board game.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will make a historically accurate functioning board game about the transcontinental railroad.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

[**https://www.google.com/search?q=board+games+for+kids&rlz=1C1LDJZ\_enJP550JP555&espv=2&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ei=RKiBVMKrAuSxmwW0z4HIBg&sqi=2&ved=0CDEQsAQ**](https://www.google.com/search?q=board+games+for+kids&rlz=1C1LDJZ_enJP550JP555&espv=2&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ei=RKiBVMKrAuSxmwW0z4HIBg&sqi=2&ved=0CDEQsAQ)

Art supplies

History book and other research materials from prior classes

“History is Me” Journal

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct Instruction: Students will be explicitly told what is required in the final product and the rubric will be reviewed.

Disciplined Inquiry: Students will be responsible for gathering relevant information on the aspect of the transcontinental railroad that interests them and using that information to create a board game.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Show pictures of popular board games. Brainstorm a list what games are fun to play and what makes them fun. Talk about the rules of the game and some games that are hard to play because the rules aren’t clear or how people get into arguments because the rules aren’t clear. Brainstorm ideas to fix this problem.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Students will use everything they have learned and all of the resources they have collected during the previous lessons to create a historically accurate functioning board game.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will present finished board games to the class. After everyone has presented students will be given time to play each other’s board games.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Physical Disability  Student is missing an arm. | Have student create a game on the computer, create a smaller game board, or work with a partner. |
| Student 2 | ADHD  Student has IEP, extremely physically active in class | Have student use a graphic organizer to create a draft of what he wants his board game to look like. Create a board game bucket so student can take his project with him when he feels the need to move around the classroom. |
| Student 3 | Auditory Disability  Student has hearing aids. | Have students use classroom microphone when presenting. Remind everyone to speak slowly and clearly not just for Student 3 but so everyone can understand. |

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|  |  |  |  |  |
| **Making A Game : Transcontinental Railroad** | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Teacher Name: **Maggie Faria** | |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Accuracy of Content | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All but two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |
| Rules | Rules were written clearly enough that all could easily participate. | Rules were written, but one part of the game needed slightly more explanation. | Rules were written, but people had some difficulty figuring out the game. | The rules were not written. |
| Attractiveness | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal. | Contrasting colors and \"borrowed\" graphics were used to give the cards and gameboard visual appeal. | Little or no color or fewer than 3 graphics were included. |
| Knowledge Gained | Student can easily and correctly state several facts about the topic used for the game without looking at the game. | Student can easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Student struggled to correctly state 1-2 facts about the topic used for the game without looking at the game. | Students could NOT correctly state facts about the topic used for the game without looking at the game. |